

Thornwell School for the Arts

604 East Home Avenue
Hartsville, SC 29550

Grades	1-6 Elementary School	
Enrollment	324 Students	
Principal	Peggy B. Casey	843-857-3090
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Mr. Warren Jeffords	843-326-5970

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	23	81	39

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Below Average	No
2006	Below Average	Below Average	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

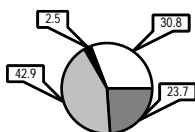
PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

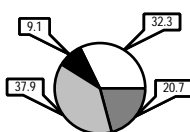
98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

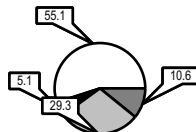
English/Language Arts



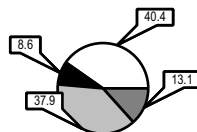
Mathematics



Science

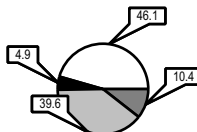
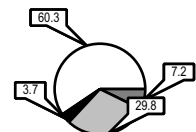
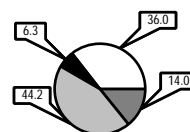
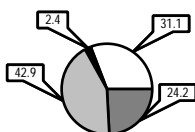


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	219	98.6	30.4	43.8	23.7	2.1	39.2	Yes	Yes
Gender									
Male	111	100.0	32.4	40.2	24.5	2.9	39.2	N/A	N/A
Female	108	97.2	28.3	47.8	22.8	1.1	39.1	N/A	N/A
Racial/Ethnic Group									
White	36	97.2	9.7	48.4	32.3	9.7	58.1	I/S	I/S
African American	177	98.9	35.2	42.8	21.4	0.6	34.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	178	99.4	26.6	44.9	25.9	2.5	43.0	N/A	N/A
Disabled	41	95.1	47.2	38.9	13.9	0.0	22.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	98.6	30.4	43.8	23.7	2.1	39.2	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	98.6	30.7	43.8	23.4	2.1	38.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	191	98.4	32.5	44.4	21.9	1.2	37.3	Yes	Yes
Full-pay meals	28	100.0	16.0	40.0	36.0	8.0	52.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	219	100.0	32.7	38.3	20.4	8.7	37.8	Yes	Yes
Gender									
Male	111	100.0	31.4	38.2	18.6	11.8	41.2	N/A	N/A
Female	108	100.0	34.0	38.3	22.3	5.3	34.0	N/A	N/A
Racial/Ethnic Group									
White	36	100.0	3.1	31.3	37.5	28.1	75.0	I/S	I/S
African American	177	100.0	39.4	38.8	16.9	5.0	30.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	178	100.0	31.4	37.7	21.4	9.4	40.3	N/A	N/A
Disabled	41	100.0	37.8	40.5	16.2	5.4	27.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	100.0	32.7	38.3	20.4	8.7	37.8	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	100.0	33.0	38.1	20.1	8.8	37.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	191	100.0	35.1	39.8	18.1	7.0	32.7	Yes	Yes
Full-pay meals	28	100.0	16.0	28.0	36.0	20.0	72.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	219	100.0	55.6	29.1	10.7	4.6	15.3
Gender							
Male	111	100.0	53.9	28.4	12.7	4.9	17.6
Female	108	100.0	57.4	29.8	8.5	4.3	12.8
Racial/Ethnic Group							
White	36	100.0	31.3	25.0	25.0	18.8	43.8
African American	177	100.0	61.9	28.8	7.5	1.9	9.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	178	100.0	54.1	31.4	10.7	3.8	14.5
Disabled	41	100.0	62.2	18.9	10.8	8.1	18.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	100.0	55.6	29.1	10.7	4.6	15.3
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	100.0	56.2	28.9	10.3	4.6	14.9
Socio-Economic Status							
Subsidized meals	191	100.0	56.7	29.2	9.9	4.1	14.0
Full-pay meals	28	100.0	48.0	28.0	16.0	8.0	24.0

Social Studies							
All Students	219	100.0	40.8	38.3	12.8	8.2	20.9
Gender							
Male	111	100.0	37.3	39.2	13.7	9.8	23.5
Female	108	100.0	44.7	37.2	11.7	6.4	18.1
Racial/Ethnic Group							
White	36	100.0	25.0	25.0	18.8	31.3	50.0
African American	177	100.0	44.4	40.0	11.9	3.8	15.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	178	100.0	37.7	40.9	13.8	7.5	21.4
Disabled	41	100.0	54.1	27.0	8.1	10.8	18.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	100.0	40.8	38.3	12.8	8.2	20.9
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	100.0	41.2	37.6	12.9	8.2	21.1
Socio-Economic Status							
Subsidized meals	191	100.0	42.1	38.0	12.3	7.6	19.9
Full-pay meals	28	100.0	32.0	40.0	16.0	12.0	28.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	43	100.0	27.8	47.2	25.0	0.0	25.0
	4	75	100.0	29.4	45.6	23.5	1.5	25.0
	5	64	100.0	41.9	41.9	16.1	0.0	16.1
	6	67	100.0	63.1	24.6	9.2	3.1	12.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	34	97.1	6.7	46.7	46.7	0.0	46.7
	4	53	98.1	31.8	40.9	27.3	0.0	27.3
	5	72	98.6	39.1	35.9	21.9	3.1	25.0
	6	60	100.0	32.1	53.6	10.7	3.6	14.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	43	100.0	27.8	58.3	13.9	0.0	13.9
	4	75	100.0	26.5	33.8	26.5	13.2	39.7
	5	64	100.0	40.3	48.4	6.5	4.8	11.3
	6	67	100.0	35.4	38.5	23.1	3.1	26.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	34	100.0	12.9	45.2	38.7	3.2	41.9
	4	53	100.0	40.0	37.8	11.1	11.1	22.2
	5	72	100.0	46.9	28.1	15.6	9.4	25.0
	6	60	100.0	21.4	46.4	23.2	8.9	32.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	43	100.0	52.8	36.1	8.3	2.8	11.1
	4	75	100.0	57.4	22.1	19.1	1.5	20.6
	5	64	100.0	74.2	21.0	1.6	3.2	4.8
	6	67	100.0	70.8	21.5	4.6	3.1	7.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	34	100.0	25.8	48.4	19.4	6.5	25.8
	4	53	100.0	55.6	24.4	13.3	6.7	20.0
	5	72	100.0	62.5	28.1	6.3	3.1	9.4
	6	60	100.0	64.3	23.2	8.9	3.6	12.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	43	100.0	22.2	52.8	22.2	2.8	25.0
	4	75	100.0	30.9	48.5	14.7	5.9	20.6
	5	64	100.0	56.5	29.0	11.3	3.2	14.5
	6	67	100.0	64.6	26.2	6.2	3.1	9.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	34	100.0	6.5	54.8	32.3	6.5	38.7
	4	53	100.0	40.0	42.2	8.9	8.9	17.8
	5	72	100.0	57.8	25.0	6.3	10.9	17.2
	6	60	100.0	41.1	41.1	12.5	5.4	17.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 324)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.5%	Up from 1.5%	4.0%	2.8%
Attendance rate	97.2%	Up from 96.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.0%	0.0%	0.0%
Eligible for gifted and talented	5.0%	Down from 6.4%	3.9%	10.4%
On academic plans	66.1%	N/AV	48.1%	33.6%
On academic probation	0.8%	N/AV	2.7%	1.0%
With disabilities other than speech	7.5%	Down from 9.1%	7.2%	7.5%
Older than usual for grade	0.6%	Up from 0.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	50.0%	Up from 38.5%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.9%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	4.8%	Up from 0.0%	2.6%	0.0%
Teachers returning from previous year	79.2%	Down from 79.3%	83.8%	87.3%
Teacher attendance rate	96.2%	Down from 96.5%	94.6%	94.9%
Average teacher salary	\$41,472	Up 7.4%	\$41,427	\$42,485
Prof. development days/teacher	26.3 days	Up from 24.5 days	14.2 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 19.0 to 1	16.4 to 1	18.6 to 1
Prime instructional time	89.9%	Down from 90.8%	88.6%	89.7%
Dollars spent per pupil*	\$7,250	Up 0.5%	\$7,662	\$6,557
Percent of expenditures for teacher salaries*	60.9%	Up from 53.5%	61.1%	64.0%
Percent of expenditures for instruction*	68.7%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Thornwell Elementary served approximately 330 students in grades 1-6 during the 2005-2006 school year. In concert with Darlington County's strategic plan, the school adopted as a priority English Language Arts instruction. Based on the school's 2005 report card, the area of ELA performance for African American students on PACT testing was the only objective not met. To address this concern, the school continued to participate in both South Carolina Reading First and South Carolina Reading Initiative benefiting from the leadership of two literacy coaches, quality staff development opportunities, and a wealth of instructional resources. Additionally, as a Title One School, further support was offered to students, teachers, and families in the form of a Coordinating Teacher, on-site interventionist, tutors, supplemental services, and a part-time parent coordinator. Other academic areas of emphasis during the school year were science and vocabulary development. Students were able to participate in numerous hands-on science activities including a mobile science lab as well as classroom experimentation, projects, and research. In collaboration with Earth Day, a school-wide science week was observed. To build a more extensive word bank including content specific terminology, as well as special interest words, a vocabulary program was established and assessed throughout the year.

As the county's magnet school for the arts, the theme Jazzin' It Up with the Arts guided academic, artistic, and social yearly events. The musical "Oklahoma" was presented as well as an arts showcase in late spring. Additions to the magnet school this calendar year included expanded strings and keyboarding. Supported by the S. C. Arts Commission and Black Creek Arts Council, students had the opportunity to work with an array of artists-in-residence. With a strong disciplinary plan, student behavior was well managed. The expertise of the guidance counselor provided classroom lessons in character development as well as offered incentives for positive conduct. Students set goals that included PATHWAYS to career explorations. A career day was held as well as school visits from professionals in various career clusters. Many successes and recognitions were garnered throughout the year by both teachers and students. Acknowledging individual differences and strengths continues to ensure an effective learning climate.

Peggy B. Casey, Principal
Adam Weiner, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	63	36
Percent satisfied with learning environment	89.3%	74.6%	91.4%
Percent satisfied with social and physical environment	82.1%	71.4%	77.8%
Percent satisfied with school-home relations	66.7%	88.9%	82.4%

*Only students at the highest elementary school grade level at this school and their parents were included.